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Fall 2016

The Art and Science of Negotiation

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SCHOOL OF DIPLOMACY AND
INTERNATIONAL RELATIONS
SETON HALL UNIVERSITY

The Art and Science of Negotiation

DIPL 6104 AA

Semester: Fall 2016

Class Time: Wednesday 02:00 – 04:10 PM

Location: Stafford Hall 207

Professor: Dr. Zheng Wang

Office Hours: Monday 10:30 am – 1:30 pm

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Phone: (973) 275-2003

COURSE DESCRIPTION

The ability to negotiate and manage conflicts effectively has become an essential skill in international diplomacy, as well as in our organizational and personal settings. Negotiation is the art and science of securing an agreement between two or more independent parties. This course is an introduction to the wide variety of approaches to the analysis and practice of negotiation and is intended to provide a solid foundation for further inquiry and application. Students will learn the history of thinking about negotiation, frameworks for analyzing negotiation, and the roles of various factors (influences and contexts, tactics and strategies) on the negotiation process and outcome. This course will include a blend of lectures, class discussions, individual and group exercises, and negotiation role plays in class.

COURSE OBJECTIVES

- Help students to think critically and analytically about international society and human conflict;
- Negotiations are microcosms of international relations. By placing negotiations in the context of global politics and global cultures, this course aims to help students to explore the role of negotiation in the current international system in preventing, managing, or resolving conflicts;
- Introduce theories, models, and other conceptual frameworks that are key in the field; Connect theory to practice through discussion, research and case study review of real events.

COURSE REQUIREMENTS

Attendance and Participation: (20%)

Regular attendance (10%) and **active participation** in class discussion and activities (10%)

Attendance is extremely important because the course will be interactive in nature. Participation in the class discussions is critical to student learning. Students should read and reflect on the readings ahead of time in order for class sessions to have the most value. Students can also participate by asking questions, circulating emails, organizing study groups, exchanging writing or introducing new ideas and resources. Excessive absences may result in a failing grade.

Midterm Research Project: (20%)

The ability to: think critically; identify and solve problems; read and comprehend what one reads; communicate effectively; and possess an awareness/appreciation for the diversity in our society is critical to students of diplomacy. The purpose of the group research project is to promote the development of these competencies. In this group research project, you will practice critical thinking, team building and group problem solving.

Students in this class will be divided into small groups of 3-4 people. Each group will conduct a research project and will present the group's findings in writing to the instructor and through an oral presentation to the class. The paper should be a case study, emphasizing and utilizing conflict analysis concepts. Details will be discussed further in class.

Negotiation Simulation Exercises: (20%)

We will do several classroom simulation exercises during the semester. Some of the information/instructions for the role plays will be handed out in class, others will be provided via e-mail. In preparing for class, pay careful attention to what role you have been assigned. When you prepare, you can do so with others who have the same role, but not with a person who has a different role. We do the actual negotiations in class. It is important to come to class having prepared your role. It slows down the class if somebody or a group is not prepared to negotiate. Preparation means that you have read the role and mapped out a strategy for the negotiation. As the course progresses, you will learn more about what constitutes good preparation and so your out-of-class preparation will become more sophisticated.

Final Exam: (40%) The final exam will be a take home essay exam. There will be no tricks in this exam. If students come to class, *think for themselves*, and do the required reading, they will do well on this exam. Details will be discussed further in class.

For all written assignments it is expected that you will cite your class texts, supplemental readings, and other sources. Papers should be double-spaced, spell-checked, and legible. It should be in 12 point characters in the 'Times' font. Please choose Chicago, MLA or APA citation styles. They should be your own work and must not be copied or otherwise plagiarized from another source whether it be an internet site or another student. Plagiarism or academic dishonesty of any kind will result in a failing grade in this course.

CLASS POLICIES & PROCEDURES

- You are responsible for completing individual and group assignments on time.
- If an emergency prevents you from attending class, you should let the instructor know ahead of time when possible and contact a group member to find out what you missed. You are responsible

for all announcements, assignments, and date changes made in class and for all material covered in class even if you are not there.

- Incomplete grades will not be granted except in cases of personal or immediate family illness or emergency.
- Students are expected to understand their responsibilities regarding academic integrity and the university's policies regarding academic standards of acceptable behavior.

LAPTOP, CELL PHONES AND OTHER ELECTRONIC DEVICES: Please turn off all laptops, cell phones and other electronic devices that could be distracting during class.

Volunteer positions:

- **Class Secretary**
- **Simulations Exercises Coordinator (4 slots)**
We will do several simulation exercises during the semester. During one of these exercises, if you would like to take this position, you will work with the instructor as facilitators of the chosen exercise. You are also responsible to lead a discussion to evaluate the completed exercise.

GRADING SCALE

A >=94% A->=90% B+>=87% B >=83% B->=80% C+>=77%
C >=73% C->=70% D+>=67% D >=63% D->=60% F <=59%

REQUIRED TEXTS:

Getting to Yes

Publisher: Penguin Books; Upd Rev edition (2011)

Negotiation (Harvard Business Essentials Series)

Publisher: Harvard Business School Press (2003)

* You can go to the **Blackboard** site for the course to get the readings that aren't in the textbooks.

Supplementary Readings:

Wilkenfeld, Mark A., Jonathan Starkey and Brigid Boyer, 2005. *Negotiating a Complex World: An Introduction to International Negotiation*, 2nd ed., New York: Rowman & Littlefield.

Cohen, Raymond. 1997. *Negotiating Across Cultures: International Communication in An Interdependent World*. Washington, D.C.: United States Institute of Peace.

Ury, William. *Getting Past No: Negotiating with Difficult People*. Bantam, 1992.

Breslin, J.W., & Rubin, J.Z. (Eds.). 1991. *Negotiation Theory and Practice*. Cambridge: PON Books.

On-line Recourses:

Guy Burgess and Heidi Burgess ed. *Beyond Intractability*. Conflict Research Consortium, University of Colorado, Boulder, Colorado, USA.

<<http://www.beyondintractability.org/>>

Program on Negotiation, Harvard Law School

<http://www.pon.org>

Plagiarism and academic dishonesty :

Plagiarism and other forms of academic dishonesty will be reported to the administration, and may result in a lowered or failing grade for the course and up to possible dismissal from the School of Diplomacy.

See university and school standards for academic conduct here:

<<http://www13.shu.edu/offices/student-life/community-standards/upload/Seton-Hall-University-Student-Code-of-Conduct.pdf>>

<<http://www.shu.edu/academics/diplomacy/academic-conduct.cfm>>

It is the policy and practice of Seton Hall University to promote inclusive learning environments. If you have a documented disability you may be eligible for reasonable accommodations in compliance with University policy, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and/or the New Jersey Law against Discrimination. Please note, students are not permitted to negotiate accommodations directly with professors. To request accommodations or assistance, please self-identify with the Office for Disability Support Services (DSS), Duffy Hall, Room 67 at the beginning of the semester. For more information or to register for services, contact DSS at (973) 313-6003 or by e-mail at DSS@shu.edu.

Policy on Incompletes:

Incompletes will be given only in exceptional cases for emergencies. Students wishing to request a grade of Incomplete must provide documentation to support the request accompanied by a Course Adjustment Form (available from the Diplomacy Main Office) to the professor *before* the date of the final examination. If the incomplete request is approved, the professor reserves the right to specify the new submission date for all missing coursework. Students who fail to submit the missing course work within this time period will receive a failing grade for all missing coursework and a final grade based on all coursework assigned. Any Incomplete not resolved within one calendar year of receiving the Incomplete or by the time of graduation (whichever comes first) automatically becomes an "FI" (which is equivalent to an F). It is the responsibility of the student to make sure they have completed all course requirements within the timeframe allotted. Please be aware that Incompletes on your transcript will impact financial aid and academic standing.

CLASS SCHEDULE AND ASSIGNMENTS

Note: Reading and assignments listed for a class should be prepared and completed *before* that date.

CLASS 1	Introduction and Overview
Class meeting:	August 31
Topics/themes:	Welcome, administrative matters, syllabus.
Required reading:	<i>Negotiation</i> , Chapter 1
	In class, begin to sign up for group project.

CLASS 2	Case Study: Camp David Negotiation I
Class meeting:	September 7
Topics/themes:	<ul style="list-style-type: none"> • Camp David Accords • Case study method in international relations
Required reading:	Jonathan Oakman, The Camp David Accords: A Case Study on International Negotiation, WWS Case Study 1/02.
	“Thirteen Days After Twenty-Five Years,” a narrative of Camp David negotiation, Jimmy Carter Library & Museum.
	<i>Negotiation</i> , Chapter 2
Video watching:	The 50 Years War: Israel and the Arabs (Camp David Negotiation)

CLASS 3	Case Study: Camp David Negotiation II
Class meeting:	September 14
Topics/themes:	<ul style="list-style-type: none"> • Camp David Accords • Negotiation analysis
Required reading:	“Sadat Goes to Jerusalem,” in Vamik Volkan, <i>Bloodlines: from ethnic pride to ethnic terrorism</i> , New York: Farrar, Straus and Giroux, 1997.
	Shibley Telhami, “Evaluating Bargaining Performance: The Case of Camp David,” <i>Political Science Quarterly</i> , 107(04), 1992.
	Camp David Accords: Jimmy Carter Reflects 25 Years Later http://www.cartercenter.org/news/documents/doc1482.html
	Negotiation Simulation Exercise (1)

CLASS 4	Negotiation, Diplomacy and Conflict Resolution
Class meeting:	September 21
Topics/themes:	<p>Foreign policy, diplomacy, and negotiation</p> <ul style="list-style-type: none"> • What is diplomacy? Why do we negotiate? Why do countries negotiate? • What is national interest? Why understanding national interests is vital for negotiation and foreign policy decision-making? • What role do negotiations play in the current international system in preventing, managing, or resolving conflicts?
Required reading:	“Three approaches to resolving disputes: Interests, rights and power”. In Ury., WL, Brett, JM and Goldberg, SB (1988):“Getting Disputes Resolved.
	P. Terrence Hopman, “Two Paradigms of Negotiation: Bargaining and Problem Solving” (1995)
	Joseph Nye Jr, Redefining the national interest, <i>Foreign Affairs</i> ; Jul/Aug 1999; 78, 4.
Recommended reading:	Christer Jönsson, “Diplomacy, Bargaining, and Negotiation” in Carlsnaes, Risse, and Simmons, eds., <i>Handbook of International Relations</i> (Sage, 2002).

CLASS 5	Principled Negotiation
Class meeting:	September 28
Topics/themes:	<p><i>Getting to Yes</i> -- Interest-based negotiation</p> <ul style="list-style-type: none"> • What is the best way for people to deal with their differences? • What are the major differences between positional bargaining and principled negotiation?
Required reading:	<i>Getting to Yes</i> , Part I, II & III
Recommended reading:	Michael Wheeler; Nancy J Waters, The Origins of a Classic: Getting to Yes Turns Twenty-Five, <i>Negotiation Journal</i> 22(4), 2006.
Video watching:	William Ury: The walk from "no" to "yes" http://www.ted.com/talks/william_ury.html

CLASS 6	Game Theory, Rational Choice Theory
Class meeting:	October 5
Topics/themes:	Conceptual frameworks of negotiation, game theory and negotiation
Required reading:	Wilkenfeld, Starkey and Boyer, Chapter 5, The Moves
	Game Theory, CDAM Research Report
	M. Shane Smith. “Game Theory.” <i>Beyond Intractability</i> . August 2003.

	Negotiation Simulation Exercise (2)
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CLASS 7	Guest Speaker's presentation and discussion
Class meeting:	October 12
Topics/themes:	TBN
Required reading:	TBA

CLASS 8	Mid-term Paper – Presentation
Class meeting:	October 19
Topics/themes:	Mid-term paper presentations
	Mid-term paper due

CLASS 9	Negotiation Processes
Class meeting:	October 26
Topics/themes:	Pre-negotiation and negotiation processes <ul style="list-style-type: none"> • How to prepare for a negotiation? • How to conduct a successful negotiation?
Required reading:	<i>Negotiation</i> , Chapter 3, 4 & 5
	Negotiation Simulation Exercise (3)

CLASS 10	Negotiation Simulation Exercise (4)
Class meeting:	November 2
Topics/themes:	Effective communication in sensitive negotiation
Required reading:	Negotiation packet
	<i>Negotiation</i> , Chapter 8

CLASS 11	Effective Communication
Class meeting:	November 9
Topics/themes:	Effective communication in negotiation <ul style="list-style-type: none"> • Listening skills • The art, science and practice of negotiation persuasion
Required reading:	<i>Negotiation</i> , Chapter 6 & 7

CLASS 12	Cross-cultural negotiation
Class meeting:	November 16
Topics/themes:	The theories and practices of cross-cultural communication and problem-solving.
Required reading:	Jeswald W. Salacuse, "Ten Ways Culture Affects Negotiation Style," pp. 221-240, <i>Negotiation Journal</i> , July 1998.
	"U.S. Negotiating Behavior," Special Report, United States Institute of Peace, 2002. http://www.usip.org/publications/us-negotiating-behavior

CLASS 13	Negotiation Simulation Exercise (5)
Class meeting:	November 30
Topics/themes:	TBN
Required reading:	<i>Negotiation</i> , Chapter 10

CLASS 14	Review and Integration
Class meeting:	December 7